Nebraska Student and Staff Record System
http://www.education.ne.gov/nssrs

Guidance for Graduation Cohort

Version 5.0.0 – April 07, 2017

Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987
888-285-0556
402-471-3151
nde.helpdesk@nebraska.gov

NSSRS GRADUATION COHORT GUIDE

Introduction 1

Graduation Cohort Determination Process Overview 4

Graduation Cohort Determination Process Maps 5

Graduation Cohort Determination Business Rules 11

Stage 1 11

Stage 2 12

Stage 3 13

Stage 4 14

Stage 5 14

Impact of the School Enrollment Codes on the Graduation Cohort 15

Graduation Cohort Determination Process 21

Graduation Cohort Tools 21

Expected Graduation Year Lookup Tool 21

Graduation Cohort Analysis Tool (G-CAT) 21

B1. Graduation Cohort Report 22

B2. Demographic Groups Analysis Reports in the Current Graduation Cohort 26

Cohort Four-Year Graduation Rate and the Cohort Extended Graduation Rates Process Business Rules 28

Stage 1 28

Stage 2 28

Stage 3 28

Stage 4 29

Stage 5 29

Frequently Asked Questions (FAQ) 31

Graduation Cohort Determination 31

Graduation Cohort Reporting 42

References 47

Appendix A – Change Summary 48

Table 1. Impact of the School Enrollment Codes on the Graduation Cohorts at the School and District Level 17

Table 2. Graduation Cohorts by Years – Example of Multiple Graduation Cohorts in High School during a Five Year time period..... 22

Table 3. Regulatory Graduation Rate for School Years 2013-14, 2014-15, 2015-16, and 2016-17 444

Figure 1. Graduation Cohort Determination Process Map (Cohort Four-Year Graduation Rate) 7

Figure 2. Graduation Cohort Determination Process Map (Cohort Extended 5th Year Graduation Rate)..... 8

Figure 3. Graduation Cohort Determination Process Map (Cohort Extended 6th Year Graduation Rate)..... 9

Figure 4. Graduation Cohort Determination Process Map (Cohort Extended 7th Year Graduation Rate)..... 10

Figure 5. Graduation Cohort Determination Process Business Rules 15

Figure 6. Graduation Cohort Determination Process Features Layout..... 27

Figure 7. Reporting Graduation Cohort Rates Business Rules Process Map 30

Introduction

The NSSRS (Nebraska Student and Staff Record System) Graduation Cohort Guide provides information concerning how NDE (Nebraska Department of Education) calculates and reports the Cohort Four-Year Graduation Rates and the extended graduation rates. This guide provides an overview of the NSSRS Expected Graduation Year Lookup Tool and the Graduation Cohort Analysis Tool (G-CAT). The document's objective is to ensure districts know how a student's Graduation Cohort Year and the Graduation Cohort is determined.

This guide covers:

- The Graduation Cohort Determination Process.
- The Expected Graduation Year and the Graduation Cohort Analysis Tool (G-CAT) Business Rules.
- The layout and functionality of the Graduation Cohort Analysis Tool (G-CAT).
- The calculation for the Cohort Four-Year, Cohort Extended 5th Year Graduation Rate, Cohort Extended 6th Year Graduation Rate, Cohort Extended 7th Year Graduation Rate and where/how it will be used.

The Cohort Four-Year Graduation Rate is calculated by determining how many students in the Graduation Cohort graduate with a regular diploma in four years divided by the number of students entering grade level nine for the first time, plus the number of students who transferred in, minus the number of students who transferred out in four years.

$$\frac{\text{High School Diploma Recipients (YEAR X)}}{\text{FIRST-TIME ninth graders [(YEAR X) – 4] + (transfer in) - (transfer out)]}}$$

The Cohort Extended 5th Year Graduation Rate is calculated by determining how many students in the Graduation Cohort graduate with a regular diploma in four years plus how many students in the Graduation Cohort graduated with a regular diploma in the fifth year divided by the number of students entering grade level nine for the first time, plus the number of students who transferred in, minus the number of students who transferred out in the five years.

$$\frac{\text{High School Diploma Recipients (YEAR X)} + \text{[High School Diploma Recipients (YEAR X)} + 1\text{ SY]}}{\text{[(FIRST-TIME ninth graders [(YEAR X)} - 4] + \text{(transfer in)} - \text{(transfer out)]} + 1\text{ SY}}$$

The Cohort Extended 6th Year Graduation Rate is calculated by determining how many students in the Graduation Cohort graduate with a regular diploma in four years plus how many students in the Graduation Cohort graduated with a regular diploma in the fifth year plus how many students in the Graduation Cohort graduated with a regular diploma in the sixth year divided by the number of students entering grade level nine for the first time, plus the number of students who transferred in, minus the number of students who transferred out in the six years.

$$\frac{\text{High School Diploma Recipients (YEAR X)} + \text{(High School Diploma Recipients (YEAR X)} + 1\text{ SY)} + \text{(High School Diploma Recipients (YEAR X)} + 2\text{ SY)}}{\text{[(FIRST-TIME ninth graders [(YEAR X)} - 4] + \text{(transfer in)} - \text{(transfer out)]} + 2\text{ SY}}$$

The Cohort Extended 7th Year Graduation Rate is calculated by determining how many students in the Graduation Cohort graduate with a regular diploma in four years plus how many students in the Graduation Cohort graduated with a regular diploma in the fifth year plus how many students in the Graduation Cohort graduated with a regular diploma in the sixth year plus how many students in the Graduation Cohort graduated with a regular diploma in the seventh year divided by the number of students entering grade level nine for the first time, plus the number of students who transferred in, minus the number of students who transferred out in the seven years.

$$\frac{\text{High School Diploma Recipients (YEAR X)} + \text{(High School Diploma Recipients (YEAR X)} + 1\text{ SY)} + \text{(High School Diploma Recipients (YEAR X)} +2\text{ SY)}) + \text{(High School Diploma Recipients (YEAR X)} +3\text{ SY)}}{[\text{(FIRST-TIME ninth graders [(YEAR X)} - 4] + \text{(transfer in)} - \text{(transfer out)}] + 3\text{ SY}}$$

This document is based on the *NCLB (No Child Left Behind) High School Graduation Rate, Non-Regulatory Guidance (December 22, 2008)* and provided at the following link: http://www.education.ne.gov/nssrs/ and click on Program-specific Information.

Additional reference documents are available on the NSSRS page at http://www.education.ne.gov/nssrs/.

1. *"Current and future methods for calculating graduation rates"*
2. *"Quick Reference Guide – Graduation Cohort Analysis Tool (G-CAT)"*
3. *"Quick Reference Guide – Expected Graduation Year Lookup Tool"*
4. *"Guidance for Reporting Dropouts"*

Please contact the NDE Helpdesk (nde.helpdesk@nebraska.gov or 888-285-0556) for additional information.

Graduation Cohort Determination Process Overview

The Graduation Cohort Determination Process Map (Figure 1, Figure 2, and Figure 3), on pages 7, 8 and 9, and the Graduation Cohort Determination Business Rules (Figure), on page 15, describe the Graduation Cohort Determination Process. The Graduation Cohort Determination Process Maps in conjunction with the Graduation Cohort Determination Business Rules determines which students remain in the Current Graduation Cohort. The Current Graduation Cohort displays the list of students in the Graduation Cohort for the current school year.

The Graduation Cohort Determination Process has three parts to establish:

Part 1. The Graduation Cohort Year for a student originates from the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) data. The Expected Graduation Lookup Tool and the Starting Nebraska Graduation Cohort category in the Graduation Cohort Analysis Tool (G-CAT) display the results.

Part 2. The placement of the student in a Graduation Cohort based on the student's maximum (most recent) School Enrollment records. The Graduation Cohort Analysis Tool (G-CAT) displays the results.

Part 3. A record to link the student's Graduation Cohort Year and the maximum (most recent) School Enrollment record at a state level.

In Part 1, the Graduation Cohort Year is based on the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) data from the Student template records. The Student template records are uploaded to NSSRS (Nebraska Student and Staff Record System) by districts. Districts must assign the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) to all students entering high school (grade levels 9, 10, 11, and 12). The Expected Graduation Year value must not change throughout high school.

In Part 2, districts can identify the students who begin in the Graduation Cohort, the students remaining in the Graduation Cohort, and the students who transfer in and transfer out of a Graduation Cohort throughout their high school years. The maximum (most recent) School Enrollment record (Enrollment code [School Enrollment:Enrollment Code (7)]) for a student is evaluated for each school.

In Part 3, the Graduation Cohort Year and the maximum (most recent) School Enrollment data for a student are combined. The School Enrollment records for a student at the school level is re-evaluated to determine the maximum (most recent) School Enrollment at a state level and merged with the student's Graduation Cohort Year record.

Graduation Cohort Determination Process Maps

The Graduation Cohort Determination Process Maps, as shown in Figure 1, Figure 2, and Figure 3, on pages 7, 8 and 9, are a diagram to evaluate the School Enrollment status for the students who start in a Nebraska Graduation Cohort, transfer in, transfer out, and remain in a Graduation Cohort. The Graduation Cohort Determination Process Maps influenced the design for Graduation Cohort Analysis Tool's graphical user interface.

A student is assigned an Expected Graduation Year when he or she enters grade level nine for the first time. The Graduation Cohort Year *([Year X])* is based on the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) from students identified in grade levels 9, 10, 11, or 12 in NSSRS. The *[Year X-4]* value in Figure 1 and 2 on page 7 and 9 are the fall of the school year in which students are ninth graders for the first time. If a student enters ninth grade for the first time in the spring or summer of a school year, the district must calculate the Expected Graduation Year from the fall of the school year (*[Year X-4]*). For example, the Expected Graduation Year is *2020* for a student promoted to grade level nine in the spring of the 2016-2017 school year *([Year X-4] or 2020 - 4 = 2016*). In summary, the Graduation Cohort Year *([Year X])* minus four equals the fall of the school year *([Year X-4])* when a student entered grade level nine for the first time.

A student with a Graduation Cohort Year *([Year X])* can be added to, removed from, or remain in the Current Graduation Cohort depending on the maximum (most recent) School Enrollment records for a student. In Figure 1, Figure 2, and Figure 3, on pages 7, 8 and 9, the Current Graduation Cohort count is increased if a student transfers into a district. The Current Graduation Cohort count is reduced at a school and district level if a student transfers out of a district or is deceased; however, the Current Graduation Cohort count at a district level remains the same with an intra-district transfer out. A student emigrating to another country is considered a transfer out and written confirmation of the student's enrollment needs to be included in the student's file. The student's education file is maintained at the district. When a student transfers out to an in-state or out-of-state public district or nonpublic system, the receiving district/system should request an official document from the sending district/system (i.e. transcripts, etc.).

In the Cohort Four-Year Graduation Rate (Figure 1, on page 7), the students in the Cohort Four-Year Graduation Rate Student Roster receiving a high school diploma or '210', '211' (Enrollment code [School Enrollment:Enrollment Code (7)]) are the only students in the numerator. The denominator consists of all students including students receiving a regular high school diploma, General Education Development diploma or credential (GED), certificate of attendance, certificate of achievement, or an alternative award. Other students in the denominator include: dropouts; students who continue enrollment; or students who pass the age to which the district is required to provide a free, public education.

In the Cohort Extended 5th Year Graduation Rate (Figure 2, on page 8), the students in the Extended 5th Year Graduation Rate Student Roster receiving a high school diploma or '210', '211' (Enrollment code [School Enrollment:Enrollment Code (7)]) in the fourth year (on-time) plus the students who received a regular high school diploma in the fifth year are the only students in the numerator. The denominator consists of all students including students receiving a regular high school diploma, General Education Development diploma or credential (GED), certificate of attendance, certificate of achievement, or an alternative award. Other students in the denominator include: dropouts; students who continue enrollment; or students who pass the age to which the district is required to provide a free, public education.

In the Cohort Extended 6th Year Graduation Rate (Figure 3, on page 9), the students in the Extended 6th Year Graduation Rate Student Roster receiving a high school diploma or '210', '211' (Enrollment code [School Enrollment:Enrollment Code (7)]) in the fourth year (on-time) plus the students who received a regular high school diploma in the fifth year plus the students who received a regular high school diploma in the sixth year are the only students in the numerator. The denominator consists of all students including students receiving a regular high school diploma, General Education Development diploma or credential (GED), certificate of attendance, certificate of achievement, or an alternative award. Other students in the denominator include: dropouts; students who continue enrollment; or students who pass the age to which the district is required to provide a free, public education.

In the Cohort Extended 7th Year Graduation Rate (Figure 3 on page 10), the students in the Extended 7th Year Graduation Rate Student Roster receiving a regular high school diploma or '203' (Enrollment code [School Enrollment:Enrollment Code (7)]) in the fourth year (on-time) plus the students who received a regular high school diploma in the fifth year plus the students who received a regular high school diploma in the sixth year plus the students who received a regular high school diploma in the seventh year are the only students in the numerator. The denominator consists of all students including students receiving a regular high school diploma, General Education Development diploma or credential (GED), certificate of attendance, certificate of achievement, or an alternative award. Other students in the denominator include: dropouts; students who continue enrollment; or students who pass the age to which the district is required to provide a free, public education.

Figure 1. Graduation Cohort Determination Process Map (Cohort Four-Year Graduation Rate)

*** FIRST-TIME [(YEAR X – 4)] ninth graders:** Students identified in grade levels 9, 10, 11, or 12. ***Expected Graduation Year [Student:Graduation Timeframe (53)] becomes the Graduation Cohort Year ([Year X]))***

Adjusted Graduation Cohort based on School Enrollment

TRANSFER IN

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

Increase Graduation Cohort Year Count (TRANSFER IN)	**(CURRENT GRADUATION COHORT)**	**Reduces Graduation Cohort Year Count (TRANSFER OUT)**
Transfers from another state	Completer: Diploma, Completer: No Diploma; Reached Maximum Age	Exiter: Deceased Student.
Transfers from a foreign country for a foreign exchange program	Not Enrolled, Eligible to Return	Transfers to a foreign country for a foreign exchange program
Immigrates from another country	Dropouts	Emigrates to another country/deported
Optioned In from another Public District	Contracted out to an entity that does not report student data to NDE; ESU, Contract Service Providers, Iowa School for the Deaf, Alternative Programs. (District of Membership reports student data)	Contract Out to another Public District
Contract In from another Public District within the state or outside the state.		Optioned Out to another Public District within the state or outside the state.
Transfers from another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system	Still Enrolled - Repeats a grade level - Suspension/Expulsion - Promotions - Demotions - Non-Graduates	Transfers to another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system
	Re-enrolled / Re-entry	
Transfers from another high school within the district or placed in Rule 18 Interim-Program School.	- District level Graduation Cohort and high school level Graduation Cohort remains the same if a student is placed in Rule 18 Interim-Program School. - District level Graduation Cohort remains the same and the high school level Graduation Cohort changes if a student transfers out to another high school.	Transfers to another high school within the district

TRANSFER OUT

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

Cohort Four-Year Graduation Rate

$$\frac{\text{High School Diploma Recipients (YEAR X)}}{\text{FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)}}$$

***** The FIRST-TIME *[Year X-4]* value is based on the fall of the school year in which students are in grade level nine for the first time.

Figure 2. Graduation Cohort Determination Process Map (Cohort Extended 5th Year Graduation Rate)

*** FIRST-TIME [(YEAR X – 4)] ninth graders:** Students identified in grade levels 9, 10, 11, or 12. ***Expected Graduation Year [Student:Graduation Timeframe (53)] becomes the Graduation Cohort Year ([Year X]))***

Adjusted Graduation Cohort based on School Enrollment

TRANSFER IN

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

Increase Graduation Cohort Year Count (TRANSFER IN)	**(CURRENT GRADUATION COHORT)**	**Reduces Graduation Cohort Year Count (TRANSFER OUT)**
Transfers from another state	Completer: Diploma, Completer: No Diploma; Reached Maximum Age	Exiter: Deceased Student.
Transfers from a foreign country for a foreign exchange program	Not Enrolled, Eligible to Return	Transfers to a foreign country for a foreign exchange program
Immigrates from another country	Dropouts	Emigrates to another country/deported
Optioned In from another Public District	Contracted out to an entity that does not report student data to NDE; ESU, Contract Service Providers, Iowa School for the Deaf, Alternative Programs. (District of Membership reports student data)	Contract Out to another Public District
Contract In from another Public District within the state or outside the state.		Optioned Out to another Public District within the state or outside the state.
Transfers from another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system	Still Enrolled - Repeats a grade level - Suspension/Expulsion - Promotions - Demotions - Non-Graduates	Transfers to another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system
	Re-enrolled / Re-entry	
Transfers from another high school within the district or placed in Rule 18 Interim-Program School.	- District level Graduation Cohort and high school level Graduation Cohort remains the same if a student is placed in Rule 18 Interim-Program School. - District level Graduation Cohort remains the same and the high school level Graduation Cohort changes if a student transfers out to another high school.	Transfers to another high school within the district

TRANSFER OUT

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

Cohort Extended 5th Year Graduation Rate

$$\frac{\text{High School Diploma Recipients (YEAR X) + (High School Diploma Recipients (YEAR X) +1 SY)}}{\text{[(FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)] + 1 SY}}$$

***** The FIRST-TIME *[Year X-4]* value is based on the fall of the school year in which students are in grade level nine for the first time.

Figure 3. Graduation Cohort Determination Process Map (Cohort Extended 6th Year Graduation Rate)

*** FIRST-TIME [(YEAR X – 4)] ninth graders:** Students identified in grade levels 9, 10, 11, or 12. ***Expected Graduation Year [Student:Graduation Timeframe (53)] becomes the Graduation Cohort Year ([Year X]))***

↓

Adjusted Graduation Cohort based on School Enrollment

TRANSFER IN

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

→

Increase Graduation Cohort Year Count (TRANSFER IN)	**(CURRENT GRADUATION COHORT)**	**Reduces Graduation Cohort Year Count (TRANSFER OUT)**
Transfers from another state	Completer: Diploma, Completer: No Diploma; Reached Maximum Age	Exiter: Deceased Student.
Transfers from a foreign country for a foreign exchange program	Not Enrolled, Eligible to Return	Transfers to a foreign country for a foreign exchange program
Immigrates from another country	Dropouts	Emigrates to another country/deported
Optioned In from another Public District	Contracted out to an entity that does not report student data to NDE; ESU, Contract Service Providers, Iowa School for the Deaf, Alternative Programs. (District of Membership reports student data)	Contract Out to another Public District
Contract In from another Public District within the state or outside the state.		Optioned Out to another Public District within the state or outside the state.
Transfers from another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system	Still Enrolled - Repeats a grade level - Suspension/Expulsion - Promotions - Demotions - Non-Graduates	Transfers to another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system
	Re-enrolled / Re-entry	
Transfers from another high school within the district or placed in Rule 18 Interim-Program School.	- District level Graduation Cohort and high school level Graduation Cohort remains the same if a student is placed in Rule 18 Interim-Program School. - District level Graduation Cohort remains the same and the high school level Graduation Cohort changes if a student transfers out to another high school.	Transfers to another high school within the district

↓

Cohort Extended 6th Year Graduation Rate

$$\frac{\text{High School Diploma Recipients (YEAR X)} + \text{(High School Diploma Recipients (YEAR X)} + 1\text{ SY)} + \text{(High School Diploma Recipients (YEAR X)} + 2\text{ SY)}}{\text{[(FIRST-TIME [(YEAR X – 4)] ninth graders} + \text{(transfer in)} - \text{(transfer out)]} + 2\text{ SY}}$$

TRANSFER OUT

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

←

***** The FIRST-TIME *[Year X-4]* value is based on the fall of the school year in which students are in grade level nine for the first time.

Figure 4. Graduation Cohort Determination Process Map (Cohort Extended 7th Year Graduation Rate)

*** FIRST-TIME [(YEAR X – 4)] ninth graders:** Students identified in grade levels 9, 10, 11, or 12. ***Expected Graduation Year [Student:Graduation Timeframe (53)] becomes the Graduation Cohort Year ([Year X]))***

Adjusted Graduation Cohort based on School Enrollment

TRANSFER IN

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

Increase Graduation Cohort Year Count (TRANSFER IN)	**(CURRENT GRADUATION COHORT)**	**Reduces Graduation Cohort Year Count (TRANSFER OUT)**
Transfers from another state	Completer: Diploma, Completer: No Diploma; Reached Maximum Age	Exiter: Deceased Student.
Transfers from a foreign country for a foreign exchange program	Not Enrolled, Eligible to Return	Transfers to a foreign country for a foreign exchange program
Immigrates from another country	Dropouts	Emigrates to another country/deported
Optioned In from another Public District	Contracted out to an entity that does not report student data to NDE; ESU, Contract Service Providers, Iowa School for the Deaf, Alternative Programs. (District of Membership reports student data)	Contract Out to another Public District
Contract In from another Public District within the state or outside the state.		Optioned Out to another Public District within the state or outside the state.
Transfers from another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system	Still Enrolled - Repeats a grade level - Suspension/Expulsion - Promotions - Demotions - Non-Graduates Re-enrolled / Re-entry	Transfers to another educational program with a regular high school diploma - Another Public District - Special Purpose School - Home school setting (exempt schools) - Nonpublic system
Transfers from another high school within the district or placed in Rule 18 Interim-Program School.	- District level Graduation Cohort and high school level Graduation Cohort remains the same if a student is placed in Rule 18 Interim-Program School. - District level Graduation Cohort remains the same and the high school level Graduation Cohort changes if a student transfers out to another high school.	Transfers to another high school within the district

TRANSFER OUT

Retains his/her *Expected Graduation Year [Student: Graduation Timeframe (53)]*

Cohort Extended 7th Year Graduation Rate

$$\frac{\text{High School Diploma Recipients (YEAR X) + (High School Diploma Recipients (YEAR X) + 1 SY) + (High School Diploma Recipients (YEAR X) + 2 SY) + (High School Diploma Recipients (YEAR X) + 3 SY)}}{\text{[(FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)] + 3 SY}}$$

***** The FIRST-TIME *[Year X-4]* value is based on the fall of the school year in which students are in grade level nine for the first time.

Graduation Cohort Determination Business Rules

The Graduation Cohort Determination Process Business Rules, as shown in Figure on page 15, is a detailed diagram to evaluate the Student and School Enrollment records from NSSRS. The business rules extract the Student and School Enrollment data for the Expected Graduation Year Lookup Tool (for further information, see page 21) and the Graduation Cohort Analysis Tool (G-CAT) (for further information, see page 21).

This procedure establishes:

1. The list of students assigned to a high school grade level;

2. The Graduation Cohort Year *([Year X])* from the Expected Graduation Year field ([Student: Expected Graduation Timeframe (53)]) in the Student template;

3. The entry School Enrollment record for students who transfer into a school after the Graduation Cohort Year is assigned.

4. The placement of a student based on the School Enrollment records is shown in the Graduation Cohort Determination Process Map categories (Figure 1, Figure 2, and Figure 3, on pages 7, 8 and 9); and

5. The combination of the Graduation Cohort Year *([Year X])* and the maximum (most recent) School Enrollment records for a student.

Stage 1

Stage 1, *All Students in High School,* determines a list of NDE Student IDs for the students assigned to a grade level in high school for each school year starting with the 2007-2008 school year. The district uses the fall of the school year *([Year X -4])* to assigns an Expected Graduation Year to the student. The Expected Graduation Year becomes the Graduation Cohort Year *([Year X])*.

Stage 1-a. The NDE Student IDs are collected for the students in grade levels 9, 10, 11, and 12 in the Student template.

Stage 1-b. The NDE Student IDs are evaluated to determine if an NDE Student ID is retired. The link is created in NSSRS between the retired NDE Student IDs and the active NDE Student ID to evaluate all records belonging to a student. Factors may vary to determine the active or the retired NDE Student ID.

Stage 2

Stage 2, *Determine the Graduation Cohort Year ([Year X]) – Expected Graduation Year Lookup (Starting Nebraska Graduation Cohort),* evaluates the School Enrollment records for each student uploaded by districts to determine the Expected Graduation Year value. The Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) value becomes the Graduation Cohort Year *([Year X])*. The Stage 2 results are provided in the Expected Graduation Year Lookup tool (for further information, see page21) and the Graduation Cohort Analysis Tool (G-CAT) (for further information, see page 21) by district or school level.

Stage 2-a. The active NDE Student IDs are evaluated from the earliest school year found in NSSRS which is determined in Stage 1-a.

Stage 2-b. The active NDE Student IDs are identified in NSSRS in grade levels 9, 10, 11, or 12 using the earliest entry School Enrollment record or using a dropout or not enrolled, eligible to return School Enrollment record in grade level nine. The earliest School Enrollment record is based on the earliest school year determined in Stage 2-a. The Expected Graduation Year is calculated by the district based on the student's first-time in grade level nine. The district calculates the Expected Graduation Year for a student in grade level nine by adding four years to the fall of the school year *([Year X-4])*. For example, the Expected Graduation Year is 2017 in the Student template for a student in grade level nine in the 2013-2014 school year *([Year X-4])*. If a student enters a public school in grade level ten in 2014-2015 but entered grade level nine for the first time in 2013-2014 in another state or nonpublic school, the student's Expected Graduation Year is 2017 in the Student template. (Please see FAQ A-12 for exempt or home school students.)

Stage 2-c. The district, school, and Expected Graduation Year data are collected for the active NDE Student IDs with a Student record but no School Enrollment record. A student belongs to a Graduation Cohort with a School Enrollment record (including the entry enrollment codes; dropout code; or not enrolled, eligible to return code) or a Student record. If a Student record exists in the Student template for a district, the student must have a School Enrollment record or the Student template record must be removed.

Stage 2-d. If the NDE Student ID is not found in the earliest school year, the subsequent school years are evaluated for the earliest enrollment record.

Stage 2-e. The active NDE Student IDs are evaluated to return a single Graduation Cohort Year *([Year X])*. There can be only one Graduation Cohort Year *([Year X])* for a student. If an active NDE Student ID is assigned multiple Expected Graduation Years, the following steps are applied:

Step 1. The Expected Graduation Years assigned to a student below grade level nine are removed from the Graduation Cohort details. For example, a student was enrolled in grade level eight with a 2016 Expected Graduation Year and enrolled in grade level nine with a 2017 Expected Graduation Year; the Graduation Cohort Year *([Year X])* indicator identifies the 2017 Expected Graduation Year as the Graduation Cohort Year *([Year X])*.

Step 2. The records remaining after Step 1 are evaluated to determine the earliest grade level in high school assigned to the NDE Student ID. For example, an NDE Student ID was assigned in grade level nine with a 2017 Expected Graduation Year and in grade level ten with a 2018 Expected Graduation Year; the Graduation Cohort Year *([Year X])* indicator identifies the 2017 Expected Graduation Year as the Graduation Cohort Year *([Year X])* and the higher grade level is removed from the Graduation Cohort details.

Step 3. The records are evaluated to determine the earliest Expected Graduation Year if multiple Expected Graduation Years are assigned to an NDE Student ID for the same grade level. (The grade level is determined to be the earliest grade level in Step 2.) For example, an NDE Student ID was assigned in grade level nine with a 2017 Expected Graduation Year from District A but a 2018 Expected Graduation Year from District B; the Graduation Cohort Year *([Year X])* indicator identifies the 2017 Expected Graduation Year as the Graduation Cohort Year *([Year X])* and the higher Expected Graduation Year is removed from the Graduation Cohort details.

Stage 3

Stage 3, *Determine the Graduation Cohort – Graduation Cohort Analysis Tool (G-CAT) – Current Enrollment (Current Graduation Cohort or Transfer Out),* collects School Enrollment records to determine the placement of the student in a Graduation Cohort. A student with a Graduation Cohort Year *([Year X])* can transfer in, transfer out, or belong to the Current Graduation Cohort at a district or school level as shown in the Graduation Cohort Determination Process Maps (Figure 1, Figure 2, and Figure 3). The student's maximum (most recent) School Enrollment record determines if a student transfers out or belongs to a Nebraska public Graduation Cohort. The results are provided in the Transfer Out and Current Graduation Cohort categories of the Graduation Cohort Analysis tool (G-CAT) by district or school level. For further information, see page 21.

Stage 3-a. The active NDE Student IDs are evaluated for the maximum (most recent) school year for each district and school on or after the earliest school year determined in Stage 1-a.

Stage 3-b. The active NDE Student IDs are evaluated for the maximum (most recent) School Enrollment records based on the maximum (most recent) school year determined in Stage 3-a for each district and school.

Stage 3-c. The active NDE Student IDs with a Student template record but without a School Enrollment record are placed in a Graduation Cohort for each district and school. If a Student record exists in the Student template for a district, the student must have a School Enrollment record or the Student template record must be removed. Districts with multiple high schools are evaluated to display the most recent school enrollment record for the district.

Stage 4

Stage 4, *Determine the Graduation Cohort – Graduation Cohort Analysis Tool (G-CAT) - Minimum Entry School Enrollment (Transfer-In),* evaluates minimum entry School Enrollment records for the active NDE Student IDs in high schools that did not assign the Expected Graduation Year to the student. For example, a student transfers into another school after he or she is assigned an Expected Graduation Year. The student may be a transfer in from another public/nonpublic system or exempt (home) school, or contracted out or optioned out from another public district. The receiving school uploads an entry School Enrollment record for this student into NSSRS. The entry school enrollment record places the student in the Graduation Cohort at the receiving district. The Stage 4 results are provided in the Graduation Cohort Analysis Tool (G-CAT). For further information, see page 21.

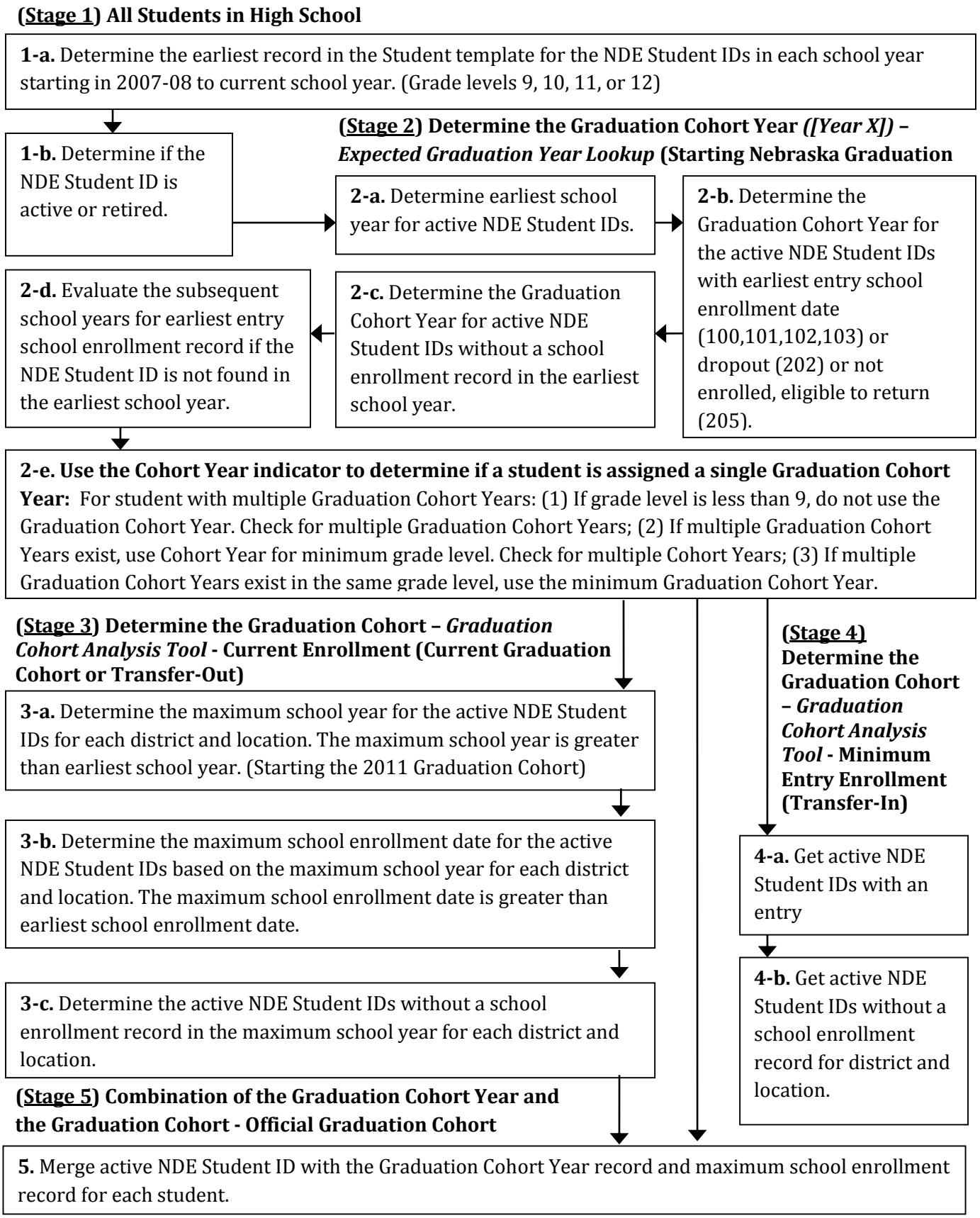
Stage 4-a. The active NDE Student IDs are collected for the earliest entry School Enrollment record for each district and school on or after the earliest school year determined in Stage 1-a.

Stage 4-b. The active NDE Student IDs are collected for students with a Student record but without a School Enrollment record for each district and school. If a Student record exists in the Student template for a district, the student must have a School Enrollment record or the Student template record must be removed.

Stage 5

Stage 5, *Combination of the Graduation Cohort Year and the Graduation Cohort (Current Graduation Cohort or Transfer-Out) (Official Graduation Cohort),* a student must have only one Graduation Cohort and one Graduation Cohort Year *([Year X])* at a state level. The results from Stage 2, *the Graduation Cohort Year*, and Stage 3, *the Graduation Cohort*, are combined to provide an answer for an individual student. The records are compared from the school level to state level ensuring a student is identified with one Graduation Cohort Year *([Year X])* and belonging to one Graduation Cohort at a high school.

Figure 5. Graduation Cohort Determination Process Business Rules



Impact of the School Enrollment Codes on the Graduation Cohort

An overview describing the impact of the School Enrollment codes on a Graduation Cohort is provided in Table 1 beginning on page 17. A student entering high school becomes a member of a Graduation Cohort. The school enrollment records determine the placement of the student in a Graduation Cohort. The School Enrollment codes at the school and district level may vary the counts for the Graduation Cohort because a student may or may not belong to a Graduation Cohort.

The district and school level Graduation Cohort count increases if a student:

- Is assigned to a high school grade level; or
- Enters high school from an exempt (home) school; or
- Transfers in from pubic district or nonpublic system; or
- Leaves from grade level eight and enters high school.

The district and school level Graduation Cohort count remains the same if the student:

- Continues enrollment in school;
- Withdraws from high school, but then returns to school;
- Withdraws from high school, but is eligible to return;
- Drops out;
- Completes high school with a diploma or without a diploma (see A-23); or
- Passes the age to which the district is required to provide a free, public education.

The district and school level Graduation Cohort count decreases if the student:

- Transfers out of the public system; or
- Is deceased;

However, the student with an intra-district transfer out remains in the Graduation Cohort at a district level but the student is removed from the Current Graduation Cohort at the school level.

If the student has a maximum (most recent) school enrollment record of an intra-district transfer out (Enrollment code [School Enrollment:Enrollment Code (7)] = 200), the student is included in the district's Graduation Cohort Rates but not the school's Graduation Cohort Rates.

Table 1. Impact of the School Enrollment Codes on the Graduation Cohorts at the School and District Level

Enrollment code [School Enrollment:Enrollment Code (7)]

		Adjusted Cohort Affect on the Count		
School Enrollment Codes		***School Level***	***District Level***	*****Definitions***
100††	***Still Enrolled***	**INCREASE or** *REMAINS THE SAME*	**INCREASE or** *REMAINS THE SAME*	(or intra-district transfer in) • A student/receiving education services and funding in the district/system. • A student who had previously entered any class in a school and then continues his or her membership in the same school from one term to the next because of a promotion or demotion, or who transfers from one homeroom or class to another during a regular school session.
101	**Original Entry**	**INCREASE**	**INCREASE**	• A student enters a school for the first time. For example, a student enrolling in Kindergarten or Prekindergarten.
102	**Transfer In**	**INCREASE**	**INCREASE**	(from another district, nonpublic system, state-operated system, institution or home school setting) • A student transferring from a private school. • A student transferring from an institution. • A student transferring from a home-school setting. • A student transferring from another public district. NOTE: Do not include if transferring between schools within the same district/system.
103**	***Re-entry***	**INCREASE or** *REMAINS THE SAME*	**INCREASE or** *REMAINS THE SAME*	(after a withdrawal, whether voluntary or involuntary) • A student who had previously entered any class in a school and then re-enters the same school after he or she has left school for any reason whether voluntary or involuntary.
200	Transfer Out – intra-district	DECREASE	*REMAINS THE SAME*	(within the same district) • A student who transfers between schools within the same district/system. • Do not use for end-of-year grade advancement. • An entry enrollment code of 100 Still Enrolled should accompany or follow any exit enrollment code of 200 Transfer out – intra-district within the same school year. • Only use the 200 code if the district has more than one school offering the same grade.

** Definitions come from the Student Template Instruction Manual (Nebraska Staff and Student Record System, Version 7.0.1 – May 3,2012)

†† If the student enters the ninth grade level for the first time or enrolls in another high school within the district, the Current Graduation Cohort count increases. If the student is part of the Graduation Cohort, the Cohort count remains the same.

** If the student leaves the eighth grade level and returns in the ninth grade level, the Graduation Cohort count increases. If the student leaves the ninth grade level and returns during the high school years, the student continues to belong to the graduation cohort and the Graduation Cohort count remains the same.

		Adjusted Cohort Affect on the Count		
School Enrollment Codes		***School Level***	***District Level***	****Definitions***
201	Transfer Out	DECREASE	DECREASE	(out of district/system) • A student known to be receiving services in another district/system. • A home-schooled student completing course work (done at the time of exit or at year-end). • A non-public student completing course work (done at the time of exit or at year-end). • A foreign-exchange student returning to his/her homeland (done at the time of exit or at year end) if the student did not receive a regular high school diploma as determined by the district.
202	*Drop Out*	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student who withdrew for personal or academic reasons and does not have a signed Withdrawal from Mandatory Attendance form pursuant to Nebraska Revised Statue 79-202 on file with the district. • A student removed from the education system for other than health reasons, and whose return is not anticipated. • A student enrolled in adult education or some type of program whose education services do not lead to a diploma or other credential recognized by the state. • A student who has not graduated or completed an approved program and is not enrolled and whose status is unknown; this includes a student withdrawn from the rolls for excessive absence. • A student who moved out of the district, out of state, or out of U.S. and is not known to be in school (includes any student whose education status cannot be confirmed either through a parent or other responsible adult or through some formal notification of transfer.) • A student in an institution that is not primarily educational (Army, or vocational program) and not considered a special school district/system. • A student who is disenrolled by a parent and does not enroll in another district/system. • A student who was suspended or expelled and the disciplinary period has expired and student has not returned. • A student who was expelled and chose not to participate in a district approved alternative education program.

		Adjusted Cohort Affect on the Count		
School Enrollment Codes		***School Level***	***District Level***	*****Definitions***
205	*Not Enrolled, Eligible to Return*	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student not attending for disciplinary or other eligibility reasons, but is eligible to enroll at a later date. • A student experiencing a long-term medical condition that prevents him or her from receiving services, or is in drug treatment or rehabilitative centers, but is eligible to return to school. • A student enrolled in a foreign student exchange program and is eligible to return to school in the United States. • A student enrolled in a college program (early admission) but is eligible to return to graduate (such students often re-enroll and graduate on the same day). • A student under the compulsory age for school attendance withdrawn from school (usually for reasons of immaturity) but is eligible to return to school.
206	Deceased	DECREASE	DECREASE	• A student who died.
208	*Reached Maximum Age*	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student who passed the age for which the state guarantees a free, appropriate public education and subsequently exited school.
209	Withdrawal from Mandatory Attendance	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student who has withdrawn from attendance pursuant to Nebraska Revised Statue 79-202. A signed withdrawal form must be on file at the district before this code is used. • Students reported as 209 Withdrawal from Mandatory Attendance will be treated the same as 202 Dropout for Graduation Cohort and Dropout purposes.
210	*Completer: Graduated with a regular or advanced Diploma*	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student who completed the district requirements for a regular or advanced high school diploma (see definition of regular high school diploma below). 34 C.F.R. §200.19(b)(1)(iv) A "regular high school diploma" means the standard high school diploma awarded to students in a District that is fully aligned with the State's academic content standards and district diploma requirements. Does not include a GED credential, certificate of attendance, or any alternative award. The term "regular high school diploma" also includes a "higher diploma" that is awarded to students who complete requirements above and beyond what is required for a regular diploma. A student with disabilities may be included in this category through receipt of a high school diploma based on regular diploma requirements identical to that for which students without disabilities are eligible. • DOES NOT INCLUDE: Students that completed their IEP but did not meet regular diploma requirements (see code 211). As defined in 34 CFR 300.102(a)(3)(iv), "the term regular high school diploma does not include an alternative degree that is not fully aligned with the state's academic standards, such as a certificate or GED."

		Adjusted Cohort Affect on the Count		
School Enrollment Codes		***School Level***	***District Level***	****Definitions***
211	*Completer: with an Alternative/ Modified Diploma*	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student that received a high school diploma based on alternative graduation requirements that are not fully aligned with a State's academic content standards or district requirements. This may include students that complete their IEP but do not meet the district's regular diploma requirements (see definition of regular high school diploma in code 210). • GED recipients are not counted as high school completers UNLESS the school board formally Recognizes GED recipients (i.e. a school district/system awards a local high school diploma based on a student's successful completion of the GED tests).
212	*Noncompleter:*	*REMAINS THE SAME*	*REMAINS THE SAME*	• A student who did not complete an approved program of study for high school completion and did not meet district/system requirements for a diploma. Students identified as noncompleters, may have received a certificate of attendance, certificate of achievement or some alternative certificate. • DOES NOT INCLUDE persons receiving a diploma or high school equivalency from the state (a student must be officially withdrawn from membership in order to take the GED tests). • See Enrollment Code 208 (Maximum Age) if the student passed the age for which the state Guarantees a free, appropriate public education and subsequently exited school.

Graduation Cohort Determination Process

The Graduation Cohort Determination Process Features Layout in Figure on page 15 provides a summary of features for the Expected Graduation Year Lookup Tool and Graduation Cohort Analysis Tool (G-CAT).

Graduation Cohort Tools

Expected Graduation Year Lookup Tool

The Expected Graduation Year Lookup Tool in Figure 4 - A on page15 displays the Graduation Cohort Year *([Year X])* for a student in NSSRS. The Graduation Cohort Year *([Year X])* is the Expected Graduation Year assigned by districts. The Expected Graduation Year for an NDE Student IDs is based on the earliest entry School Enrollment record for grade levels 9, 10, 11, or 12. Only students in grade levels 9, 10, 11, or 12 are placed in a Graduation Cohort Year *([Year X])*. If the Graduation Cohort Year *([Year X])* is blank, no information was provided and must be corrected. In the Graduation Cohort Determination Process Business Rules (Figure 3), Stage 2 provides the strategy to evaluate records previously uploaded by the district to establish the Graduation Cohort Year *([Year X])*. For further information, please see *"Quick Reference Guide – Expected Graduation Year Lookup Tool".*

Graduation Cohort Analysis Tool (G-CAT)

The Graduation Cohort Analysis Tool in Figure 4 - B on page 15 provides the ability to review high school students in a Graduation Cohort at a school or district level and manage several Graduation Cohorts. Districts attempting to track and correct student movement at the end of four years will be difficult. Public reporting of graduation rates includes demographic groups. The groups reported to the U.S. Department of Education for the Cohort Four-Year Graduation Rate are the Race/Ethnicity, Special Education Students, English Language Learners, and Students eligible for Free and Reduced Lunch. The Graduation Cohort Analysis Tool (G-CAT) contains student data for several Graduation Cohort Years *([Year X])*. An example of multiple Graduation Cohorts within a high school during a five year time period is shown in Table 2 below.

The objective is to review:

- The Graduation Cohort Year *([Year X])* for a student;
- The School Enrollment record in a Graduation Cohort for students transferring in and transferring out from a Graduation Cohort; and
- The list of students in the Current Graduation Cohort.

Table 2 displays the 2011 to 2015 Graduation Cohorts by school year starting in 2007-2008 school year ([Year X-4]). Graduation Cohorts do not overlap or repeat in the five year time frame. The Graduation Cohort Analysis Tool (G-CAT) begins to track Graduation Cohorts in grade level nine. Graduation Cohorts that form in future school years are represented with open cells and dash lines. For example, the Graduation Cohort Analysis Tool (G-CAT) in the 2010-2011 school year will track the 2011, 2012, 2013, 2014 Graduation Cohorts but not the 2015 Graduation Cohort. The Cohort Four-Year Graduation Rates for 2012, 2013, 2014 and 2015 are determined four years after the

Graduation Cohort begins in grade level nine. During the four years, districts should review the students belonging to a Current Graduation Cohort. The Current Graduation Cohort is updated each night and follows the Graduation Cohort into the extended years. The Cohort Four-Year Graduation Rate is calculated at the end of the four years and the student roster can be reviewed in the Cohort Four-Year Graduation Rate Student Roster but not the extended graduation rates. The Cohort Extended 5th Year Graduation Rate for the Graduation Cohort is calculated at the end of the fifth year and can be reviewed in the Extended 5th Year Graduation Rate Student Roster. The Cohort Extended 6th Year Graduation Rate for the Graduation Cohort is calculated at the end of the sixth year and can be reviewed in the Extended 6th Year Graduation Rate Student Roster. The Cohort Extended 7th Year Graduation Rate for the Graduation Cohort is calculated at the end of the seventh year and can be reviewed in the Extended 7th Year Graduation Rate Student Roster.

Table 2. Graduation Cohorts by Years – Example of Multiple Graduation Cohorts in High School during a Five Year time period.

Graduation Cohort Year *([Year X])*	**School Year (SY)**						
	2008-2009	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
2013					*Cohort Extended 5th Year Graduation Rate*	*Cohort Extended 6th Year Graduation Rate*	*Cohort Extended 7th Year Graduation Rate*
2014						*Cohort Extended 5th Year Graduation Rate*	*Cohort Extended 6th Year Graduation Rate*
2015							*Cohort Extended 5th Year Graduation Rate*
2016							
2017							

B1. Graduation Cohort Report

The Graduation Cohort reports in Figure 4 – B1 on page 15 provides the user the choice to review a group of students in a Graduation Cohort at the district or school reporting level for a selected Graduation Cohort Year *([Year X])*. For further information, please see *"Quick Reference Guide – Graduation Cohort Analysis Tool (G-CAT)"*.

The Graduation Cohort Analysis Tool (G-CAT) results page for the district or school level shows an aggregate count but districts can review the student rosters and the student's school enrollment history. The results page displays the following information.

B1a. Starting in a Graduation Cohort Report

Category '1' (STARTING NEBRASKA GRADUATION COHORT) of the Graduation Cohort Analysis Tool (G-CAT): The student's earliest School Enrollment in high school. The district assigns the Expected Graduation Year (Graduation Cohort Year *([Year X])*) to a student.

The student*:	**Enrollment code ([School Enrollment:Enrollment Code (7)])**
Promoted to high school grade level.	1XX
Transfers in from an educational program outside Nebraska.	1XX
Transfers in from a Nebraska public, nonpublic system or exempt (home) school.	1XX
Contracts in from outside Nebraska.	1XX
Optioned in from another public school.	1XX
Dropouts in grade level nine.	202
Not enrolled, eligible to return in grade level nine.	205
Withdrawal from Mandatory Attendance in grade level nine.	209

*The NDE Student IDs are found in earliest School Enrollment record or student record in high school.

B1b. Transfer-In Report

Category '2' (TRANSFER IN) of the Graduation Cohort Analysis Tool (G-CAT): A student enrolls in a different Nebraska public school after a previous Nebraska public school assigned the student an Expected Graduation Year (Graduation Cohort Year *([Year X])*).

The student with a Graduation Cohort Year belongs to the Nebraska public school if the student*:	**Enrollment code ([School Enrollment:Enrollment Code (7)])**
Transfers in from an educational program outside Nebraska.	1XX
Transfers in from a Nebraska public, nonpublic system or exempt (home) school.	1XX
Contracts in from outside Nebraska.	1XX
Optioned in from another public school.	1XX

*The NDE Student IDs identified with an entry School Enrollment code of 100, 101, 102, or 103 (Enrollment code [School Enrollment:Enrollment Code (7)]) and not in the Starting Nebraska Graduation Cohort (Category 1).

B1c. Transfer-Out Report

Category '3' (TRANSFER OUT) of the Graduation Cohort Analysis Tool (G-CAT): The students in the Transfer-out category are based on maximum (most recent) School Enrollment records. Students removed from a Graduation Cohort need appropriate documentation to confirm the student is a transfer out.

The student*:	**Enrollment code ([School Enrollment:Enrollment Code (7)])**
Transfers out to an educational program outside Nebraska.	201
Transfers out to a Nebraska public, nonpublic system, or exempt (home) school.	201
Intra-district transfer at a school level (intra-district transfer out stays in the Graduation Cohort at a district level).	200
Optioning out to another Nebraska public district after being enrolled in the district of residence.	201
Contracts out to another Nebraska public system or school system outside Nebraska.	201
Deceased.	206

*The NDE Student IDs are identified as a transfer out of the Graduation Cohort with a maximum (most recent) School Enrollment date and the enrollment code.

B1d. Current Graduation Cohort Report

Category '4' (CURRENT GRADUATION COHORT) of the Graduation Cohort Analysis Tool (G-CAT): The students in the Current Graduation Cohort category are based on maximum (most recent) School Enrollment records. The student rosters in the Current Graduation Cohort may or may not contain the students included in the Graduation Cohort Rates. The Current Graduation Cohort displays the student roster based on the enrollment records for the current school year.

The Cohort Graduation Rate Student Rosters on the G-CAT tool is the list of students used to determine the Cohort Graduation Rates. Districts can review the student rosters for the Cohort Four-Year Graduation Rate, the Cohort Extended 5th Year Graduation Rate, the Cohort Extended 6th Year Graduation Rate, and the Cohort Extended 7th Year Graduation Rate on a link at the bottom of the Graduation Cohort Reports. Districts should review the Cohort Graduation Rate Student Rosters.

The student*:	**Enrollment code ([School Enrollment:Enrollment Code (7)])**
Continues enrollment in high school.	1XX
Withdraws from high school and then returns to school.	1XX
Withdraws from high school but is eligible to return.	205
Drops out.	202
Passed the age to which the district is required to provide a free, public education.	208
Intra-district transfer at a district level (intra-district transfer out is a transfer out of the Current Graduation Cohort at a school level).	200
Withdrawal from Mandatory Attendance.	209
Completed high school with a regular or advanced diploma.	210
Completed high school with an Alternative/Modified diploma.	211
Completes high school without a diploma.	212

*The NDE Student IDs are identified in the Graduation Cohort with a maximum (most recent) School Enrollment date and the enrollment code.

The district should not upload a "Transfer Out" record ([School Enrollment:Enrollment Code (7)] = 201) record if the district does not receive the verbal or written confirmation of the student's enrollment from the receiving district

The student should remain in the School District's Cohort if the student is expected to graduate in the current School Year and enroll at another District in the following school year

Example: A Student who belongs to 2015-16 school year and Graduation Cohort Year 2016 remains in district's cohort if student transfer out in the summer and enrolls in another district in 2016-17 school year or withdraws from the district in 2015-16 school year and enrolls at another district in 2016-17 school year.

B1e. Unresolved Issues Report

Category 'UR' (UNRESOLVED ISSUES) of the Graduation Cohort Analysis Tool (G-CAT):
Validation errors associated to the Graduation Cohort that must be resolved. Validation errors from multiple school years may exist for a single Graduation Cohort.

B1f. Cohort Graduation Rate Student Rosters

The Cohort Graduation Rates used student rosters displayed in this section.

Cohort Four-Year Graduation Rate Student Roster:
The student in the Cohort Four-Year Graduation Rate Student Roster displays the students who are included in the Cohort Four-Year Graduation Rate, the student's demographic group, and the school enrollment status.

Extended 5th Year Graduation Rate Student Roster:
The students in the Cohort Extended 5th Year Graduation Rate Student Roster displays the students who are included in the Cohort Extended 5th Year Graduation Rate, the student's demographic group, and the school enrollment status.

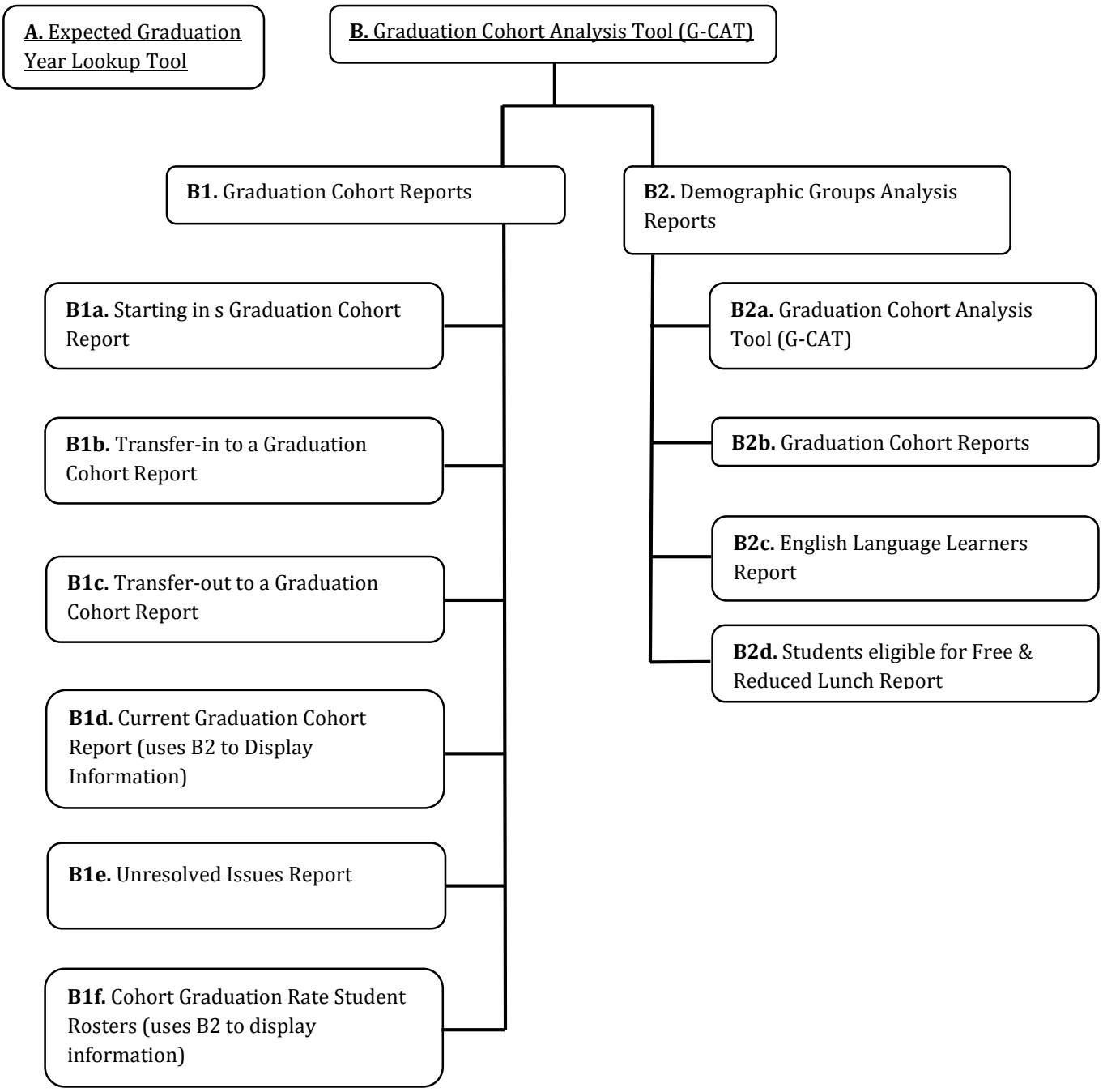
Extended 6th Year Graduation Rate Student Roster:
The students in the Cohort Extended 6th Year Graduation Rate Student Roster displays the students who are included in the Cohort Extended 6th Year Graduation Rate, the student's demographic group, and the school enrollment status.

Extended 7th Year Graduation Rate Student Roster:
The students in the Cohort Extended 7th Year Graduation Rate Student Roster displays the students who are included in the Cohort Extended 7th Year Graduation Rate, the student's demographic group, and the school enrollment status.

B2. Demographic Groups Analysis Reports in the Current Graduation Cohort

The demographic groups for the current Graduation Cohort and the Cohort Graduation Rate Student Rosters are determined by the district. The report derives the data from previously uploaded records to NSSRS by districts based on the School Enrollment status of the students and the student's demographic group. The demographic groups report displays the district or school level current demographic group status for the student. The display also includes the Cohort Graduation rate and count.

Figure 6. Graduation Cohort Determination Process Features Layout



Cohort Four-Year Graduation Rate and the Cohort Extended Graduation Rates Process Business Rules

The Cohort Graduation Rates are reported at the fourth, fifth, and sixth school year. The Cohort Graduation Rates Process Chart is Figure on page 30.

Stage 1

Evaluate the School Years that need to be reported for All Graduation Cohort years and the NDE Student IDs

1. The NDE Student ID is identified for the reported Cohort Graduation Rates using the Cohort Graduation Year. The earliest enrollment date and school year when the Cohort Graduation Year is determined is also identified to ensure that enrollment dates are evaluated after the Cohort Graduation Year is determined. For example, a student who belongs to the 2017 Graduation Cohort would need the enrollment date and school year when the Graduation Cohort Year was determined. The record would also include the school year when the Graduation Cohort Rate is reported For example, the student in the 2017 Graduation Cohort is reported in the Cohort Four-Year Graduation Rate in the 2016-17 school year, Cohort Extended Fifth-Year Graduation Rate in the 2017-18 school year, Cohort Extended Sixth-Year Graduation Rate in the 2018-19 school year, and Cohort Extended Seventh-Year Graduation Rate in the 2019-20 school year.

Stage 2

Evaluate the School Years that need to be reported for the NDE Student IDs based on the reported School Year.

2. The NDE Student ID is identified for the maximum (most recent) school enrollment record for each school year identified for the Cohort Graduation Rates (Cohort Four-Year Graduation Rate, Cohort Extended 5th Year Graduation Rate, Cohort Extended 6th Year Graduation Rate, and the Cohort Extended 7th Year Graduation Rate). For example, a student who belongs to the 2015 Graduation Cohort would have a maximum (most recent) school enrollment record for the school year reported for the Cohort Four-Year Graduation Rate, the Cohort Extended 5th Year Graduation Rate, the Cohort Extended 6th Year Graduation Rate, and the Cohort Extended 7th Year Graduation Rate.

Stage 3

Evaluate the NDE Student IDs in the Student and the School Enrollment Template.

3a. The district and location for the NDE Student ID is identified for the maximum (most recent) school year record using the Cohort Graduation Rate school year from the Student template based on the data from Stage 2. For example, a student in the 2017 Graduation Cohort is associated with a district and school location for the 2016-17, 2017-18 and 2018-19 school year.

3b. The district and location for the NDE Student ID is identified for the maximum (most recent) school enrollment record using the Cohort Graduation Rate school year and the maximum (most recent) school year from Stage 3a and the School Enrollment Template. For example, a student in the 2015 Graduation Cohort is associated with a district and school location using a May 5, 2017 enrollment date for the 2016-17. The student had an August 27, 2018 school enrollment record for

the 2017-18 school year. For the 2018-19 school year, the student had an June 05, 2019 school enrollment record.

3c. Student without a school enrollment record are identified and associated with a district and a school location.

Stage 4

Evaluate the Demographic Groups for the NDE Student IDs.

4. The demographic group is identified for each NDE student ID. The demographic groups include Race/Ethnicity, Special Education, English Language Learners, and Students eligible for Free and Reduced Lunch. The Graduation Cohort Reporting FAQs in Section B of this document provides additional details of how the demographic groups are identified.

Stage 5

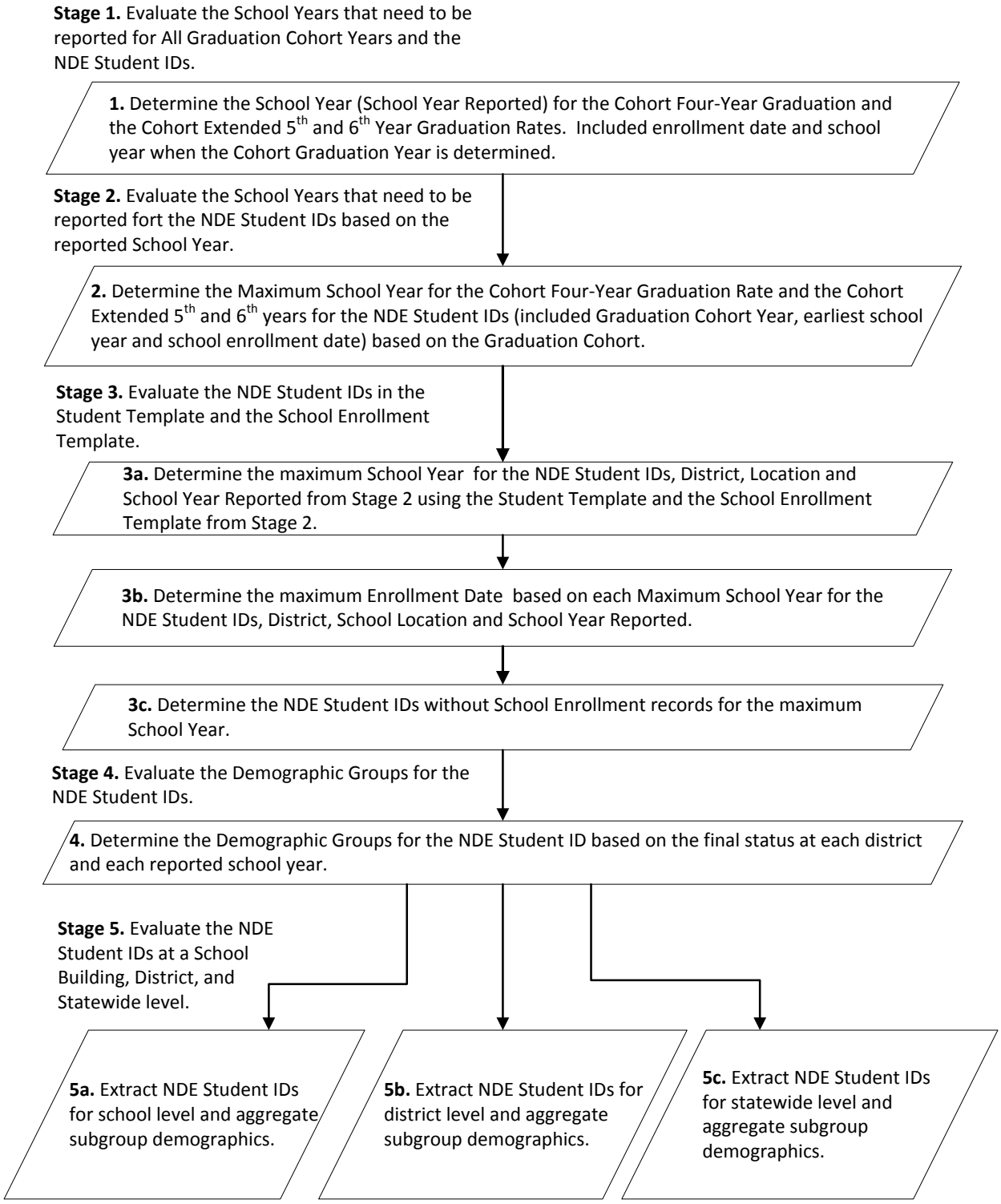
Evaluate the NDE Student IDs at a School Building, District, and Statewide Level.

5a. The Cohort Graduation Rates for the school building are based on the Cohort Graduation Rate school year and the school enrollment record for each distinct NDE Student ID that were determined in Stages 3 and 4.

5b. The Cohort Graduation Rates for the district are based on the Cohort Graduation Rate school year and the school enrollment record for each distinct NDE Student ID that were determined in Stage 3 and 4.

5c. The Cohort Graduation Rates for the statewide are based on each distinct NDE Student IDs' maximum (most recent) school enrollment record for the Cohort Graduation Rate school year that was determined in Stages 3 and 4.

Figure 7. Reporting Graduation Cohort Rates Business Rules Process Map



Frequently Asked Questions (FAQ)

Graduation Cohort Determination

A -1 What is the Expected Graduation Year?

The Expected Graduation Year is assigned by the district. The district adds four years to the fall of the school year when the student enters grade level nine for the first time and it remains unchanged. For example, the district assigns a 2020 Expected Graduation Year to a student entering grade level nine for the first time in the 2016-2017 school year.

A -2 Which students are assigned an Expected Graduation Year and how is it calculated?

If a student enters grade levels 9, 10, 11, or 12, the district adds four years to the fall of the school year *([Year X - 4])* when the student enters grade level nine for the first time and it remains unchanged. For example, the district staff assigns a 2020 Expected Graduation Year for a student entering grade level ten if the student entered grade level nine for the first time in the 2016-2017 school year.

If a student enters ninth grade for the first time in the spring or summer of a school year, the district must calculate the Expected Graduation Year from the fall of the same school year (*[Year X-4]*).

A -3 What is the Graduation Cohort Year ([Year X])?

The Graduation Cohort Year *([Year X])* is the Expected Graduation Year. The Nebraska district assigns the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) to the student in the Student template record for a student in grade levels 9, 10, 11, or 12.

A -4 What is a Graduation Cohort?

A Graduation Cohort is the group of students sharing the same Expected Graduation Year either at a school, district, or state level. The Expected Graduation Year becomes the Graduation Cohort Year *([Year X])* based on the Graduation Determination Process and it remains unchanged. For example, the 2020 Graduation Cohort is the group of students entering grade level nine for the first time in the 2016-2017 school year *([Year X-4])*. A student can be added to, removed from, or remain in a Graduation Cohort depending on the maximum (most recent) School Enrollment record.

A -5 Does the Expected Graduation Year (Graduation Cohort Year ([Year X])) determine the graduating class or grade level?

No, the district is responsible for assigning a student to a grade level. The graduating class is established when the district awards the student a high school diploma.

A -6 What is the difference between the class of 2015 and the 2015 Graduation Cohort?

The Graduation Cohort is group of students at a high school sharing the same Graduation Cohort Year *([Year X])*. The Expected Graduation Year becomes the Graduation Cohort Year *([Year X])* based on the Graduation Cohort Determination Process. The Graduation Cohort

Year *([Year X])* does not change when a student graduates from high school. For example, a student belonging to the 2020 Graduation Cohort could graduate with the class of 2019, class of 2020, class of 2021, etc, depending on when he or she receives a regular high school diploma.

A -7 Is the Expected Graduation Year assigned to a student by the district or NDE and when is a Graduation Cohort Year ([Year X]) established for a student?

A district assigns an Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) to a student based on the student's first-time in grade level nine. The Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) becomes the Graduation Cohort Year *([Year X])* based on the Graduation Cohort Determination Process.

A -8 What is the Expected Graduation Year if the student enrolls in spring of a school year or summer school?

The district assigns the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) to the student based on the calculation for a student entering grade level nine in the fall of the same school year *([Year X-4])*. For example, a district assigns a 2020 Expected Graduation Year to a student enrolling on March 18 in the 2016-2017 school year if he or she is in grade level nine for the first time.

A -9 If a student is promoted to grade level nine in the middle of the school year, what is the Expected Graduation Year for the student?

The district assigns the Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) to the student based on the calculation for a student entering grade level nine in the fall of the same school year *([Year X-4])*. For example, the Expected Graduation Year is 2020 if a student is promoted to grade level nine during the 2016-2017 school year *([Year X-4])*.

A -10 Before assigning an Expected Graduation Year, can a district allow for the first quarter for student testing to determine if grade level nine is appropriate?

No.

A -11 Can the Expected Graduation Year be updated during a period of time if a student in grade level nine gets demoted to grade level eight?

No.

A -12 How is the first-time in grade level nine determined for home-schooled students (i.e. students enrolled in an exempt (home) school)?

Assigning students to grade levels remains a district responsibility. For exempt (home-schooled) students, a district must add four years to the fall of the school year *([Year X-4])* that the student would have been in grade level nine for the purpose of assigning the student's Expected Graduation Year.

A -13 What if the student enters high school in grade levels 10, 11, or 12 but the student does not have a Graduation Cohort Year ([Year X])?

The district enrolling a student without a Graduation Cohort Year *([Year X])* must assign an Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) to the student. The district can use the Expected Graduation Year lookup tool on the NSSRS Validation page

to find a student's Graduation Cohort Year if another district in Nebraska has assigned the Expected Graduation Year. The Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) for a student is calculated based on the first-time the student enters grade level nine. The receiving or transfer in district may contact the previous public or nonpublic system, or use the official transcripts to determine when the student was in grade level nine for the first time. For example, a student without a Graduation Cohort Year *([Year X])* enters high school in the tenth grade level in the 2016-2017 school year. The district assigns the student a 2019 Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]) because the student was enrolled in grade level nine for the first time in the 2015-2016 school year *([Year X-4])*. This Expected Graduation Year becomes the Graduation Cohort Year *([Year X])* and the student belongs to the 2019 Graduation Cohort.

A -14 A student is in grade level nine in another state and transfers into a Nebraska school. Can the district review the student's credits before assigning the appropriate grade level and the Expected Graduation Year to the student?

The district should check transcripts to see when the student was in grade level nine for the first time. Then, the district can add four years to the fall of that school year *([Year X-4])* for the purpose of assigning the student's Expected Graduation Year.

Under the current federal guidance, no provision exists to allow districts to use credits or age to re-assign a Graduation Cohort Year. The district is responsible for assigning grade levels to students.

A -15 Can a district apply a deadline date or create a business rule to exclude a student from a Graduation Cohort after a specific date?

No. Currently, no provision exists for a business rule or deadline date to exclude a high school student based on the entry School Enrollment date. For example, if a student belonging to the 2020 Graduation Cohort and the student transfers into a Nebraska high school in grade level twelve during the 2019-2020 school year, he or she is included in the 2020 Cohort Four-Year Graduation Rate at the receiving district and school.

A -16 Must a district need to sign an assurance form when assigning an Expected Graduation Year?

No.

A -17 If a Graduation Cohort Year ([Year X]) (Expected Graduation Year) is not accurate, is there a correction process? For example, a tenth grade level student in 2015-2016 school year has an Expected Graduation Year of 2014.

Yes, the Graduation Cohort Year *([Year X])* (Expected Graduation Year) may be corrected if the district that assigned the Graduation Cohort Year to the student requests the correction and the NDE Helpdesk verifies the school enrollment for the student. If the Graduation Cohort Year was assigned by another district, the district may contact the other district to request a change to the Expected Graduation Year. Contact the NDE Helpdesk for assistance.

A -18 What if a student transfers out from a Nebraska high school to another district/system? Does the student become a member of the Graduation Cohort at the sending or receiving high school?

The student is a member of the Graduation Cohort at the receiving district/system and removed from the Graduation Cohort at the sending district. For example, a student was assigned an Expected Graduation Year of 2020 from high school A and the student transfers to high school B. He or she becomes part of the 2020 Graduation Cohort at high school B. The student cannot be in two different districts at the same time.

A -19 What if a part-time student is enrolled in a public district but receiving the majority of his or her instruction from an exempt (home) school or nonpublic system?

The public district can transfer out a student who completes his or her education at an exempt (home) school or nonpublic system. The district can upload a '201' School Enrollment record (Enrollment code [School Enrollment:Enrollment Code (7)]) to NSSRS to remove the student from the school's Graduation Cohort at the end of the school year and before the Cohort Four-Year Graduation Rate is calculated.

A -20 What if a student is enrolled in multiple high schools within a district?

The district is responsible to ensure the student is assigned to a single Graduation Cohort and place into only one high school before the Cohort Graduation Rates are calculated. The district can either upload a more recent School Enrollment record (Enrollment code [School Enrollment:Enrollment Code (7)]) to NSSRS to include the student from a school's Graduation Cohort or contact the NDE Help Desk to remove the incorrect school enrollment record.

A -21 What if a student is enrolled in multiple high schools in more than one district?

The district is responsible to ensure the student is assigned to a single Graduation Cohort. With the appropriate written documentation, the district can upload a '201' School Enrollment record (Enrollment code [School Enrollment:Enrollment Code (7)]) to NSSRS to remove the student from a school's Graduation Cohort and place the student into only one high school before the Cohort Graduation Rates are calculated.

A -22 What is a Regular High School Diploma?

A regular high school diploma is defined as the diploma awarded to students completing the graduation requirements as established by the district. It does not include certificates of achievement or attendance, alternative awards or General Education Development diploma or credential (GED). A student receiving a Regular High School Diploma is coded as a '203' (Enrollment code [School Enrollment:Enrollment Code (7)]) on the School Enrollment template.

A -23 What is the difference between a Regular High School Diploma, a General Education Development diploma or credential (GED), high school equivalency diploma, letter of attendance, or letter of certification?

A regular high school diploma is awarded to students completing the graduation requirements as established by the state and district. The School Enrollment record for this student is coded as a "completer: diploma" (Enrollment code [School Enrollment:Enrollment Code (7)]) and is not eligible to be re-enrolled).

Under 92 NAC 81, a High School Equivalency Diploma is given to a person at least sixteen years of age who has. He or she officially withdrawn from mandatory attendance at a school, pursuant to Statute 79-202 R.R.S. and enrolls in the adult education classes. The General Education Development diploma or credential (GED) is also offered without enrolling in review classes to anyone eighteen years of age and older, has been a Nebraska resident for thirty days and out of school for at least sixty days. If it has been less than sixty days since withdrawal, he or she must have a waiver letter from the last school attended in order to test. Those persons receive their GED upon successful completion of the tests when they reach the age of eighteen or older. The student may re-enroll until he or she passes the age for which the state guarantees a free, appropriate public education.

The student who receives a GED, letter of attendance, or a letter of certification is a "Completer: No Diploma" (Enrollment code [School Enrollment:Enrollment Code (7)] = 204). The student may re-enroll until he or she passes the age for which the state guarantees a free, appropriate public education.

If the district gives the student a high school diploma in exchange for his or her letter of successful completion of the GED tests, the School Enrollment record can be updated to a "Completer: No Diploma" (Enrollment code [School Enrollment:Enrollment Code (7)] = 204).

A -24 What documentation is required to confirm that a student has emigrated to another country?

A school must have written confirmation that a student has emigrated to another country (34 C.F.R. §200.19(b)(1)(ii)(B)), but need not obtain official written documentation. For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student's file. The regulations do not require written documentation to be "official" for a student emigrating to another country because the Department recognizes that it may be difficult, if not impossible, to obtain transcripts or other official documentation from another country confirming that the student is enrolled in school. The note from an administrator is placed in student's cumulative file at the district. The file is not sent to NDE. Please note: a note from an administrator is not official documentation for students transferring out to another district or state, only for students who emigrate to another country if the district can't get any other documentation of the student enrolled in school.

With the appropriate written documentation, the district can upload a "Transfer out" School Enrollment record (Enrollment code [School Enrollment:Enrollment Code (7)] = 201) to NSSRS to remove the student from a school's Graduation Cohort.

A -25 If a district contacts a high school to which a student has transferred and receives a verbal confirmation of a student's enrollment, what are the options for the school documenting the enrollment when the receiving school does not send written documentation?

The student is considered a transfer out if the district creates a written record of the response from the official in the receiving school acknowledging the student's enrollment. The district should not upload a "Transfer Out" record ([School Enrollment:Enrollment Code (7)] = 201) record if the district does not receive the verbal or written confirmation of the student's enrollment from the receiving district. An official in the receiving school is someone the institution has employed, contracted with, or has an official relationship with the school and he or she can access educational data to perform designated job functions. The written record containing enough specific information about the student should be included in the student file. The written record should serve as an audit trail to verify the student is a transfer out. At a minimum, NDE recommends sending a letter to the receiving high school indicating when the verbal confirmation of the student's enrollment occurred, the enrollment date of the student in the receiving district, and the name of the official who responded about the student's enrollment.

A -26 Does the official documentation for a transfer out or transfer in need to be submitted to the State?

No, the documentation is maintained at the district. The district must maintain a file in case of audit purposes. NDE does <u>not</u> need to receive the documents.

A -27 Is a student part of a Graduation Cohort if the student completes the requirements for grade level 8 but does not enroll in the same district for grade level 9 in the following school year?

Yes, the student becomes part of a Graduation Cohort at the high school if the district does not receive the appropriate written documentation to transfer the student. The student is enrolled as "not enrolled, eligible to return" or '205' (Enrollment code [School Enrollment:Enrollment Code (7)]) for the following school year but is considered a grade level 9 dropout or '202' (Enrollment code [School Enrollment:Enrollment Code (7)]) if the student does not return to school before the last Friday in September of the following year. For example, a student completes the requirements for grade level 8 in 2014-2015 school year but does not enroll the entire 2015-2016 school year or before the last Friday in September in 2016. The student is a ninth grade level dropout in the 2015-2016 school year.

A -28 Does a foreign exchange student get assigned to a Graduation Cohort?

Yes, an Expected Graduation Year must be assigned to all foreign exchange students served in high school. Foreign exchange students remain in the Graduation Cohort as do all other students. By definition, foreign exchange students enter into an "agreement" that they will return to their original school.

The district can decide to:

Upload a transfer out or '201' (Enrollment code [School Enrollment:Enrollment Code (7)]) when the student leaves the district (even if the foreign exchange student

receives a certificate of attendance, completion or regular high school diploma). This will remove the student from the cohort.

A consideration for the district and the student is that if a diploma is not the objective, it frees the student to take a variety of classes that provide multiple experiences to which most exchange students should be exposed;

Or

The district can decide if the transcripts are aligned with local classes. Assessments could be administered to determine mastery of core content and combining these results with the performance in classes taken at the district, it could be determined whether the student could receive a formal "official" regular high school diploma. The district will upload a school enrollment template with [School Enrollment:Enrollment Code (7)] = 203. If mastery is not demonstrated, an "honorary diploma" or certificate may be issued and the district will upload a school enrollment template with [School Enrollment:Enrollment Code (7)] = 204.

A -29 How is a student's enrollment record evaluated as a transfer in, transfer out, or remaining in a Graduation Cohort?

The status of the School Enrollment record for a student at each high school determines if a student belongs to the Graduation Cohort. If the student's maximum (most recent) School Enrollment date is an entry School Enrollment record; "Drop Out" (Enrollment code [School Enrollment:Enrollment Code (7)]= 202); "Not Enrolled, Eligible to Return" (Enrollment code [School Enrollment:Enrollment Code (7)] =205), he or she remains part of the Graduation Cohort; "Completer: No Diploma" (Enrollment code [School Enrollment:Enrollment Code (7)]= 204); or "Completer: Diploma" (Enrollment code [School Enrollment:Enrollment Code (7)]= 203).

The students who are removed from the Graduation Cohort include students who are a "Transfer out" (Enrollment code [School Enrollment:Enrollment Code (7)]=201) or has "Exiter: Deceased" (Enrollment code [School Enrollment:Enrollment Code (7)] = 206) are removed from the high school's Graduation Cohort. With proper documentation (refer to A-24) a student who emigrates to another country can be reported as a transfer out.

A -30 What if a student has a School Enrollment record with an entry and exit record on the same day at the same school, where is the student placed in the Graduation Cohort at a school?

The student is included in the Graduation Cohort at the school. The district can upload a School Enrollment record with a more recent enrollment date to correct the school enrollment status of the student or contact the NDE Helpdesk to request a delete of one of the School Enrollment record.

A -31 Can a student who turns 22 years of age or older during the year of their expected graduation be removed from a school's graduation cohort?

No, the student remains in the Graduation Cohort. The enrollment of older students may create a situation where the student cannot graduate prior to reaching the age when the state is no longer required to provide services. Under the current regulations, there is no provision to permit states to remove such students from the graduation cohort. The district

can upload the Maximum Age or '208' (Enrollment code [School Enrollment:Enrollment Code (7)]) school enrollment record to NSSRS. Students may be removed from a Graduation Cohort only upon written confirmation that a student has transferred, emigrated to another country, or deceased (34 C.F.R. 200.19(b)(1)(ii)(B)).

A -32 How is the Graduation Cohort Year used in high school for the NeSA assessment?

Starting in the 2010-11 testing administration of NeSA assessments, high school students were tested in their third year of high school. Testing occurs in the year prior to their Expected Graduation Year rather than their assigned grade level. A student's Expected Graduation Year or Graduation Cohort is determined by adding four years to the school year in which the student enters grade level nine for the first time. For example, a student with a Cohort Year of 2018 will take his/her assessment tests in 2017.

A -33 Why retire the NDE Student ID for a student?

NDE Student IDs are most often retired because a student is assigned more than one NDE Student ID. One of the student's NDE Student IDs is identified as the active NDE Student ID and the others are retired. An association is created by linking the retired NDE Student ID to the active NDE Student ID to track a student in NSSRS regardless of the number of unique NDE Student IDs associated to a student. The Graduation Cohort Determination Process evaluates the student's active NDE Student ID to avoid multiple NDE Student IDs representing a single student.

A -34 Do special education students belong to the Graduation Cohort at a public district if they receive services to the age of 21 and they will not receive a regular high school diploma in the four year time frame of the Cohort Four-Year Graduation Rate?

Yes, all students must be assigned an Expected Graduation Year ([Student: Expected Graduation Timeframe (53)] in the Student template. The district assigns the Expected Graduation Year to the student based on their determination of the grade level for the student. When the student has been determined to be a ninth grader for the first time, the Expected Graduation Year would be set four years from the fall the student enters ninth grade level even if the student will not graduate in that timeframe. The Graduation Cohort Determination Process uses the Expected Graduation Year to place the student in a Graduation Cohort. The student's school enrollment record determines if a student belongs to a district/school's Graduation Cohort.

A -35 Does a student belong to a Graduation Cohort if he or she is attending a high school with an FTE (Full Time Equivalence) less than one hundred percent?

Yes, the student is part of a Graduation Cohort until the student is transferred out. The student should be included in the high school's Graduation Cohort where he or she is receiving a majority (51% or more) of his or her instruction. The percentage of FTE may or may not equal the majority of instruction. To remove a student from the graduation cohort at a district, the student's school enrollment status must change to a "Transfer Out" ([School Enrollment:Enrollment Code (7)] = 201) because the majority of their instruction is at another district, nonpublic or exempt (home school),

The FTE field does not determine if a student belongs to a Graduation Cohort. The only way to remove a part time student from a Graduation Cohort is to "Transfer Out" ([School Enrollment:Enrollment Code (7)] = 201) or "Exiter: Deceased" ([School Enrollment:Enrollment Code (7)]) = 206.

A -36 If a nonpublic or exempt (home school) student is receiving services or instruction from a public district, does this student belong to the high school's graduation cohort?

Yes, the student belongs to the cohort until the public district transfers out the student by uploading a [School Enrollment:Enrollment Code (7)]=201 School Enrollment Template at the end of the school year to remove the student from the calculation of the Cohort Graduation Rates.

A -37 Can a student return to the public district after completing their education at the exempt (home) school or nonpublic system and before age 21?

Yes, when the student returns, the district can upload a "Transfer In" record ([School Enrollment:Enrollment Code (7)] =102) School Enrollment Template at the time they return and the student will be included in the Cohort for the public district for any extended Cohort Graduation Rate calculations.

A -38 If a student does not graduate in the Expected Graduation Year at district A and transfers into another school at district B, does a student belong to a school's Graduation Cohort?

Yes, the student belongs to the Graduation Cohort at district B and will be included in any extended Cohort Graduation rate calculations but not in district B's Cohort Four-Year Graduation rate. The student will belong to district A's Cohort Four-Year Graduation Rate but not in the extended Cohort Graduation Rate calculations.

Example Completed School Year, Did not Graduate, Transferring to Another District:

Student does not graduate from District A in the Expected Graduation Year and is transferring to District B for the next school year. The student remains in District A for the calculation of the Cohort Four-Year Graduation Rate. The student should not be transferred out to District B in school enrollment until the following school year and after 6/30. Then the student will be part of District B's Extended 5th Year Graduation Rate. The student should remain in a district/system cohort, the district/system should not transfer the student out unless the student had a transfer in record at the other district/system **in the same school year**.

A -39 If a student is a dropout in the previous school year but found in current school year, can the student be transferred out of the district?

Yes, the student can be transferred out and removed from the cohort, but may remain as a dropout in the previous school year.

After the last Friday in September, the student remains a dropout in the previous school year, but the district can upload a "Transfer Out" record ([School Enrollment:Enrollment Code (7)] = 201) in the current school year if the district:

- Receives the appropriate documentation that the student transferred out

- Receives a request for transcripts
- Reviews the G-CAT tool and a school enrollment record identifies the student as enrolled at another district in the current school year

On or before the last Friday in September, the district can upload a "Not Enrolled, Eligible to Return" record ([School Enrollment:Enrollment Code (7)] = 205) in the previous school year and then the district will upload a "Transfer Out" record ([School Enrollment:Enrollment Code (7)] = 201) in the current school year dated on or before the last Friday in September. The student will remain in the cohort in the previous school year and will be transferred out of the cohort in the following school year. The advantage of changing the student's status from "Dropout" to "Not Enrolled, Eligible to Return" is that the student will not be recorded in the dropout report for the district.

- Receives the appropriate documentation that the student transferred out
- Receives a request for transcripts
- Reviews the G-CAT tool and a school enrollment record identifies the student as enrolled at another district in the current school year

A-40 What are the rules regarding students of families who transfer out because of their parents military assignment?

If the student meets all the criteria below and both states are members of the Interstate Compact on Educational Opportunity for Military Children, the student can be counted as a regular diploma recipient at the sending district:

- Student transfers out during their senior year due to parent military assignment.
- Student does not meet the receiving district's graduation requirements upon completion of the school year of the receiving district
- The student would have been able to meet the graduation requirements of the sending district.

The sending and receiving districts should work together to allow the student to fulfill the graduation requirements of the sending district. The student should be able to complete the necessary courses at the receiving district to accomplish the sending districts graduation requirements. The sending district would then award the student a diploma.

IF THE NEBRASKA DISTRICT IS THE:	ON THE ENROLLMENT DATE:	RECORD THE ENROLLMENT CODE:
RECEIVING DISTRICT	Student arrives at district	102 Transfer In
	End of the school year	201 Transfer Out
SENDING DISTRICT	Student moves to other state	201 Transfer Out
	Student receives diploma	210 Completer: Diploma

The Department of Education does not need to be involved in these discussions. The issue should be worked out between the school districts.

This does NOT apply if both the sending district and the receiving district are Nebraska school districts.

A-41 If a student is taking 9th grade course work but has not yet been assigned as grade level nine, should this student be counted in the cohort?

The student will not be included in a cohort until the student is assigned to grade level 9 by uploading a Student and School Enrollment record indicating the student is in the 9th grade.

A-42 Can a student graduate with a regular high school diploma from two different districts?

No, the district needs to contact the other district to determine when and where the student initially received a regular high school diploma. The district that needs the record removed can contact the NDE Help Desk.

A-43 If a student is contracted in from another district and the student has graduated, where is he/she reported as a graduate?

The student graduates from the receiving district where the student is currently enrolled.

A-44 Can a Graduation Cohort Year changed for a student who is enrolled as a 9th grader but then demoted to 8th grade?

No.

A-45 Does a district need to submit a regular high school diploma record ([School Enrollment:Enrollment Code (7)] =203) for a student that has graduated on time when the 5th, 6th and 7th Year Extended Graduation Cohort Rates are calculated?

No. The district need to submit a completer with diploma ([School Enrollment:Enrollment Code (7)] =203) in the school year that the student graduated with a regular high school diploma.

A-46 When a student is reported as dropout in a previous school year, can he or she be removed from the Graduation Cohort if the district determines the student is enrolled in another district?

Yes, the student can be transferred out of the district but the student remains as reported as a dropout in the previous school year if the student meets the requirements of a dropout after last Friday of September. Please reference the "NSSRS Guidance for Reporting Dropouts" for additional information.

A-47 How should a district report a student if he or she completes the 8th grade level but does not return in the fall of the following school year?

The district determines if the student completed the 8th grade level. If the student completed the 8th grade level:

- In fall of the school year following completion of 8th grade, the district would report the student in grade level nine as Not Enrolled, Eligible to Return ([School Enrollment:Enrollment Code (7)] =205). The student is a first-time 9th grade and he or she is assigned an Expected Graduation Year ([Student: Expected Graduation Timeframe (53)]).
- Once a district determines that the student has transferred to another district with the appropriate documentation, the district would report the student in grade level nine as Transfer Out ([School Enrollment:Enrollment Code (7)] =201).
- If the student does not re-enroll in school during the school year or on or before the last Friday in September in the following school year, the district would report the student in grade level nine as a Dropout ([School Enrollment:Enrollment Code (7)] =202) and he or she is assigned a Graduation Cohort Year ([Student: Expected Graduation Timeframe (53)].
-

A-48 How does Assessment review a Transfer – Out if the student's reason not tested is no longer enrolled (NLE)?

Assessment reviews transfer out records in NSSRS to confirm the student is no longer enrolled.

Graduation Cohort Reporting

B-1 How are English Language Learners (LEP/ELL/ESL), Race/Ethnicity, Special Education, and Free and Reduced Lunch determined for calculating the Cohort Four-Year Graduation Rate and the Cohort Extended 5th, 6th and 7th Year Graduation Rate?

The final status of the student is used when the Cohort Graduation Rates are pulled for reporting. The district reporting the student determines the demographic group. The Student template is used to evaluate the demographic status.

B-2 Are summer school completers with high school diploma included in the Cohort Graduation Rates?

Yes, the Cohort Graduation Rates include completers who earned a high school diploma up to the last Friday in September of the Graduation Cohort Year *([Year X])*. This time frame allows summer school graduates to be included in the Graduation Cohort.

For example, a student in the 2017 Graduation Cohort completing high school with a regular high school diploma "Completer: Diploma" (Enrollment code [School Enrollment:Enrollment Code (7)]=203) on August 15, 2017 is in the numerator of the 2017 Cohort Four-Year Graduation Rate. The addition of a student to the numerator improves the Cohort Four-Year Graduation Rate. *The enrollment record needs to be uploaded within

the End-of-the-Year collection for the school year when the student is expected to graduate in order to be counted in the numerator for the Cohort Four-Year Graduation Rate.

(*Please reference the NSSRS Calendar for possible resubmission windows.)

B-3 What demographic groups are reported for the Cohort Four-Year Graduation Rate and the Cohort Extended 5th, 6th and 7th Year Graduation Rate?

The demographic groups reported at the final status for the student are:

- Race/Ethnicity,
- Special Education,
- English Language Learners, and
- Students eligible for Free and Reduced Lunch.

B-4 How is a student identified for Race/Ethnicity?

Beginning in 2010-2011 race/ethnicity is being reported in seven categories so that a student will be reported in only one of the categories. If a student is reported as Hispanic, the student will be included in this category. If the student is reported with more than one race category, the student will be reported in Two or More Races. The other categories are: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White.

For AYP purposes, NDE had to bridge the 2010-2011 school year data back to the five race/ethnicity categories. For more information on this process, see AYP (Adequate Yearly Progress) on the NDE Federal Programs located at http://www.education.ne.gov/federalprograms/Index.html.

Beginning in the 2011-2012 school year, the seven race/ethnicity categories will be used for reporting data. The bridging back to the five race/ethnicity categories is no longer reported.

B-5 How is a student identified in Final Status as a Special Education Student?

In the 2007-08 school year, a student record with a "Yes" value in the Student template (Verification Disability Flag [School Student: Special Education (38)]) is recognized as a Special Education Student.

After the 2007-08 school year, a student either has a Year-End Special Education Snapshot (Snapshot Date [Special Education Snapshot: Special Ed Snapshot Date (35)]) and no exit date (Exit Date [Special Education Snapshot: Special Ed Exit Date (34)]) or a Year-End Special Education Snapshot (Snapshot Date [Special Education Snapshot: Special Ed Snapshot Date (35)]) with an exit date (Exit Date [Special Education Snapshot: Special Ed Exit Date (34)]) but did not return to a full-time regular education program (Exit Reason [Special Education Snapshot: Primary Exit Reason Code (52)]).

B-6 How is a student identified in the demographic groups for English Language Learners (LEP) and Students Eligible Free and Reduced Lunch?

The district where the student remains in the Graduation Cohort determines the English Language Learners and Free and Reduced Lunch Status. Based on the student's maximum

school enrollment record, the English Language Learners and Free and Reduced lunch status is identified from the corresponding Student Template.

English Language Learners includes students who are identified as Limited English Proficient (LEP) ([Student: LEP/ELL Eligibility (95)]:LEP_ELIGIBIL_CODE ='1'(Yes)) and students who are redesignated as English fluent 2 years or less (Student: Redesignated as English Fluent [Student: English Proficiency (113)] = '02').

Free and Reduced lunch students includes students who are identified as eligible for free/reduced meals/milk (Food Program Eligibility [Student: Food Program Eligibility (131)] in ('1','2','3')).

B-7 Does a district need to consider the re-designation status of the English Language Learners students in the Graduation Cohort demographic groups?

No, the student's English Language Learners category is determined by the maximum (most recent) school enrollment status and the student template. The final status of the student is determined by the district reporting the student in the Current Graduation Cohort.

B-8 Why does the Cohort Four-Year Graduation Rate and Cohort Extended 5th Year Graduation Rate display differ on the State of the Schools Report (SOSR), Data Reporting Services (DRS) and the G-CAT?

The reporting tools in the NSSRS Validation website (including the G-CAT) are meant to be dynamic and will change anytime data is uploaded. It should be noted that the graduation cohort determination process occurs nightly. Students reported in the Cohort Four-Year Graduation Rate can be reviewed in the Cohort Four-Year Graduation Rate Student Roster link on the G-CAT. Students reported in the Cohort Extended 5th Year Graduation Rate can be reviewed in the Extended 5th Year Graduation Rate Student Roster link on the G-CAT.

The SOSR and DRS are static reports that are updated on specific dates or on demand.

Table 3. Regulatory Graduation Rate for School Years 2013-2014, 2014-2015, 2015-2016, and 2016-2017

Graduation Cohort Rates	School Year for AYP Determination			
	2013-2014	2014-2015	2015-2016	2016-2017
Cohort Four-Year Graduation Rate	2014 Cohort Four-Year Graduation Rate	2015 Cohort Four-Year Graduation Rate	2016 Cohort Four-Year Graduation Rate	2017 Cohort Four-Year Graduation Rate
Cohort Extended 5th Year Graduation Rate		2014 Cohort Graduates plus 2014 Cohort Extended 5th year graduates	2015 Cohort Graduates plus 2015 Cohort Extended 5th year graduates	2016 Cohort Graduates plus 2016 Cohort Extended 5th year graduates

Cohort Extended 6th Year Graduation Rate			2014 Cohort Graduates plus 2014 Cohort Extended 6th year graduates	2015 Cohort Graduates plus 2015 Cohort Extended 6th year graduates
Cohort Extended 7th Year Graduation Rate				2014 Cohort Graduates plus 2014 Cohort Extended 7th year graduates

B-9 What Graduation Cohort Rates are used for the state accountability system, NePAS?

The Board of Education required the Cohort Four-Year Graduation Rate and the Cohort Extended 6th Year Graduation Rate to be used in NePAS.

B-10 What is the calculation for the Cohort Four-Year Graduation Rate?

$$\frac{\text{High School Diploma Recipients (YEAR X)}}{\text{FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)}}$$

B-11 What is the calculation for the Cohort Extended 5th Year Graduation Rate?

$$\frac{\text{High School Diploma Recipients (YEAR X) + [High School Diploma Recipients (YEAR X) + 1 SY]}}{\text{[(FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)] + 1SY}}$$

B-12 What is the calculation for the Cohort Extended 6th Year Graduation Rate?

$$\frac{\text{High School Diploma Recipients (YEAR X) + (High School Diploma Recipients (YEAR X) + 1 SY) + (High School Diploma Recipients (YEAR X) + 2 SY)}}{\text{[(FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)] + 2 SY}}$$

B-13 What is the calculation for the Cohort Extended 7th Year Graduation Rate?

$$\frac{\begin{array}{c}\text{High School Diploma Recipients (YEAR X) +} \\ \text{(High School Diploma Recipients (YEAR X) + 1 SY) +} \\ \text{(High School Diploma Recipients (YEAR X) + 2 SY) +} \\ \text{(High School Diploma Recipients (YEAR X) + 3 SY)}\end{array}}{\text{[(FIRST-TIME [(YEAR X – 4)] ninth graders + (transfer in) - (transfer out)] + 3 SY}}$$

B-14 What if a student age 18 wants to be homeschooled?

The student's parents are not required to submit exempt (home) school paperwork because the student, due to age, is exempt from compulsory education. The school district in conjunction with the parents can create similar paperwork to be maintained by the district so the school district can transfer the student out.

References

Nebraska Department of Education. Aug 14, 2013. *Student Templates Instruction Manual.* Version 8.0.4 .

Nebraska Department of Education. Jan 13, 2014. Guidance for Reporting Dropouts *.* Version 3.0.

Nebraska Department of Education. September 30, 2009. *Who Reports What*.

U.S. Department of Education. October 2008. *A Uniform, Comparable Graduation Rate. How the final regulations for Title I hold schools, districts, and states accountable for improving graduation rates*. Washington: Department of Education.

U.S. Department of Education. December 22, 2008. *No Child Left Behind; High school Graduation Rate Non-Regulatory Guidance*. Washington: Department of Education.

U.S. National Archives and Records Administration. Federal Register Rules and Regulations. Title I – Improving the Academic Achievement of the Disadvantaged; Final Rule October 29, 2008. 34 CFR Part 200. Part III. Washington: Office of Elementary and Secondary Education.

Appendix A – Change Summary

Version 5.0.0

April 07, 2017

1. School Enrollment: Removed Enrollment Codes:
    a. 203 Completer: Diploma
    b. 204 Completer: No Diploma
2. School Enrollment: Added Enrollment Codes:
    a. 210 Completer: Graduated with a regular or advanced Diploma
    b. 211 Completer with an Alternative/Modified Diploma
    c. 212 Noncompleter

    Note, there is no cross-walk between the old Enrollment Codes and new Enrollment Codes. Review the specifications for the new enrollment codes before assigning them to students.
3. Added Business Rules for reporting the Cohort Four-Year Graduation Rate and the Cohort Extended 7th Year Graduation Rate.
4. Removed FAQ B-9 and B-10
5. Added FAQ B-13 and B-14

Version 4.0.0

August 29, 2014

1. Updated Table 2 and Table 3.
2. Updated FAQ A-24, A-25, A-38 and A-39
3. Added FAQ 43 to 48.
4. Added Business Rules for reporting the Cohort Four-Year Graduation Rate and the Cohort Extended 5th Year Graduation Rate and Cohort Extended 6th Year Graduation Rate.
5. Added Enrollment Code 209, removed from Mandatory Attendance.
6. Updated B1d, Current Graduation Cohort Report. Added an example.

Version 3.0.1

October 22, 2012

1. Added references to the Cohort Extended 5th Year Graduation Rate to include subgroup demographic information.

Version 3.0.0

September 13, 2012

1. Added references to the Cohort Extended 5th Year Graduation Rate.
2. Added FAQ A40, A41, A42, A43 and B-11.

Version 2.0.0

January 3, 2012

1. Significant formatting changes.
2. Updated “grade” to “grade level” to distinguish the difference between a number, letter, or symbol indicating a student's level of accomplishment and a level of academic development in an elementary, middle, or secondary school.
3. Added additional information to “B1c. Transfer-Out Report” regarding option enrollment.
4. Replaced “subgroup demographics” with “demographic groups”.
5. Added FAQ: A-2, A-18, A-34, A-35, A-36, A-37, A-38, A-39, B-1, B-4, B-5, B-6, B-8.